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ABSTRACT

The objectives of the Expert Group Consultation Meeting for Developing a Non-Formal Education and Literacy Database in the Asia-Pacific Region were: to exchange information and review the state-of-the-art in the field of data collection, analysis and indicators of non-formal education and literacy programs; to examine and review the set of structured instruments of data collection developed by UNESCO's (United Nations Educational, Scientific and Cultural Organization's) Principal Regional Office for Asia and the Pacific (PROAP); to propose and develop a set of structured instruments for data collection on non-formal education and literacy programs and activities and a list of indicators for planning, monitoring and evaluating literacy programs, particularly with a view to measuring the demand for and supply of non-formal educational opportunities; to suggest a methodology and a plan of action for administering the instruments in the region; and to identify the training needs in the techniques and methods of data collection, analysis and survey design. This final report summarizes the presentations at the Meeting, and includes a section of suggestions and recommendations for reliability of literacy statistics as summarized by participants. Annexes to the report include the Agenda, list of participants, survey questionnaires, and glossary. (AEF)

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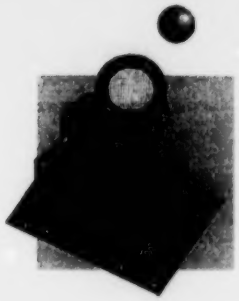

Developing a Non-Formal Education and Literacy Database in the Asia-Pacific Region

FINAL REPORT

of the Expert Group Consultation Meeting
Dhaka, Bangladesh
15-18 December 1997

Organized jointly by the
Dhaka Ahsania Mission, Bangladesh and
UNESCO PROAP, Bangkok
in co-operation with the
Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan

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Chapter One

INTRODUCTION

A. Background

The Expert Group Consultation Meeting for Developing a Non-Formal Education and Literacy Database in the Asia-Pacific Region was organized jointly by the Dhaka Ahsania Mission, Bangladesh, and UNESCO PROAP, Bangkok, in co-operation with the Asia Cultural Centre for UNESCO (ACCU) Japan, from 15-18 December 1997 in Dhaka, Bangladesh (Annex A).

In July 1997, UNESCO organized the Fifth International Conference on Adult Education in Hamburg, Germany. As a follow-up to the recommendations made at the Conference and with a view to addressing the serious vacuum in terms of information concerning non-formal education (NFE) and literacy programmes/activities and the lack of established national mechanisms to collect and disseminate related information, UNESCO PROAP organized this Consultation Meeting.

As the central implementation strategy, it was proposed that a comprehensive literacy database and information mechanism be set up and strengthened in the Member States of the Asia-Pacific region. This would help to build a culture of scientific investigation and research in the NFE sub-sector by establishing and consolidating a systematic information base. As an initial step in PROAP's effort in this area, it was suggested that the first activity under the Regular Programme will concentrate on developing a standardized set of structured questionnaires to collect at the national level reliable and timely data on non-formal education and literacy programmes in the Member States.

B. Objectives

The specific objectives of the Expert Group Consultation Meeting for Developing a Non-Formal Education and Literacy Database in the Asia-Pacific Region were:

- To exchange information and review the state-of-the art in the field of data collection, analysis and indicators of non-formal education and literacy programmes;
- To examine and review the set of structured instruments of data collection developed by PROAP;
- To propose and develop a set of structured instruments for data collection on non-formal education and literacy programmes and activities and a list of indicators for planning, monitoring and evaluating literacy programmes particularly with a view to measuring the demand for and supply of non-formal educational opportunities;

- To suggest a methodology and a plan of action for administering the instruments in the region; and
- To identify the training needs in the techniques and methods of data collection, analysis and survey design.

The Consultation Meeting also aimed at eliciting in a more concrete manner from the participating countries the needs and prerequisites for establishing an information database on non-formal education and literacy. The need for launching a regional programme to set up and strengthen the monitoring/evaluation mechanisms in the Member States was also emphasized.

C. Participants and Election of Office Bearers

One senior educational administrator from each of the five countries – Bangladesh, China, India, Nepal, and Pakistan – was invited to participate in the four-day meeting. In addition, four resource persons from Bangladesh, India, Philippines and Thailand were also invited with a view to presenting the regional perspective of non-formal education and literacy programmes. A total of 17 participants (Annex B) joined the Consultation Meeting. China and the Philippines expressed their regrets. Among the participants, the following were elected as office bearers for the duration of the meeting:

Chairperson	Mr. Bhaskar Chatterjee (India)
Rapporteurs	Dr. Sombat Suwanpitak (Thailand)
	Ms. Rika Yorozu (Japan)

D. Opening Ceremony

The opening ceremony of the Consultation Meeting was attended by the Chief Guest Honourable Dr. Sa'dat Hussain, Secretary, Primary and Mass Education Division, Government of Bangladesh, Mr. Khandaker Shahidul Islam, Director-General, Directorate of Non-Formal Education, Dr. Ansar Ali Khan, Director, UNESCO/Bangladesh, Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, and the staff of the Non-Formal Education Department and Dhaka Ahsania Mission.

Mr. Alam delivered the welcome address. In his address, Mr. Alam emphasized the need for reliable, accurate and timely data and to redefine and expand the role of non-formal education to meet the challenges of the future. He also stressed the need for a renewed affirmation and continued commitment of the countries of the region to achieving the goals of Education for All proclaimed at Jomtien in 1990 and an assurance to learners of their right to education without losing responsiveness to their needs.

Dr. Ansar Ali Khan, Director, UNESCO/Bangladesh, welcomed the participants on behalf of the Director-General of UNESCO. During his speech, he highlighted the fact that although the percentage of the literate population has increased in the region, the absolute number of adult illiterates has also been increasing. He expressed his optimism that the deliberations and outputs of the Consultation would contribute tangibly towards the successful launching of the Asia-Pacific literacy database.

Honourable Dr. Sa'dat, Secretary, Primary and Mass Education Division, Government of Bangladesh, in his keynote address emphasized the need for reforming most educational systems in the Asia-Pacific region in general and that of the South Asian countries in particular to prepare the younger generation to meet the challenges of the future. In his speech he described how Bangladesh has been working to achieve the goal of Education for All and her earnest efforts to promote and improve the quality of basic education, in particular non-formal education for adults and out-of-school youth. He expressed his gratitude to UNESCO PROAP for the initiative taken to organize the consultation in an area of great concern and interest to many of the countries in the region striving to achieve quality basic education for all.

This keynote address was followed by the message of Mr. Khandakar Shahidul Islam, Director-General, Directorate of Non-Formal Education, Government of Bangladesh. He elaborated on the need to formulate the short-term, medium-term and long-term objectives of non-formal education and literacy and how it should adapt to the changing scenario as Bangladesh advances in its educational development. He reminded participants of the importance of information and data as an aid to systematic planning and monitoring of non-formal education and literacy programmes in the Asia-Pacific region in general and Bangladesh in particular. He stressed the need for reviewing and revising the prototype questionnaires developed by UNESCO PROAP and urged the design of a set of instruments that will serve as an aid to data collection in the region.

Mr. Qutub Khan, Programme Specialist, PROAP, welcomed the participants on behalf of Mr. Victor Ordonez, Director, UNESCO PROAP, Bangkok, Thailand. In his address, Mr. Khan extended his appreciation to the Secretary for delivering the keynote speech and to Mr. Alam for hosting the Consultation Meeting. He then briefed the participants regarding the objectives of the Meeting, its content and its expected output. He stressed the fact that each and every participant was a part of the process of developing and consolidating the instruments of data collection and for setting up a comprehensive national mechanism to assist Non-Formal Education Departments in data collection and analysis. He urged the participants to critically examine and review the questionnaires and assured them that every comment and suggestion they made would be a valuable contribution to this process and would be carefully noted. He therefore requested the participants to carefully read and study the instruments and to provide the organizers as much input as possible.

E. Procedures

The four-day Consultation Meeting was organized in plenary as well as in several working group sessions.

During the first working session, Ms. Rika Yorozu, Senior Programme Specialist, ACCU, made a general overview presentation on the Asia-Pacific Literacy Database. This consisted of a practical computerized demonstration of various elements and an illustration of how the database can be accessed via Internet and a home page.

In her presentation, Ms. Rika pointed out the need for a comprehensive information base on literacy programmes in the Asia-Pacific region so that countries can share and learn from different experiences in literacy in order to plan NFE programmes effectively and systematically, hence improving the quality of both ongoing and future programmes. She argued that such an information base should not only compile and disseminate quantitative information but also include qualitative aspects of NFE programmes.

The effective use of microcomputers was highlighted and Ms. Rika stressed that the Internet will be one of the key tools which could assist policy-makers and planners as well as literacy workers in the field of planning and organizing literacy programmes. Further information on the programme and plans of ACCU for developing the Asia-Pacific Literacy Database was distributed to the participants during the meeting.

This overview was followed by Mr. Qutub Khan's computerized presentation on the theoretical and conceptual framework of an NFE database. The purpose was to highlight the elements to be covered and included in the national framework of data collection and analysis. The presentation was well received by the participants who in turn raised many issues and expressed several concerns particularly with regard to its application in their own national contexts. Some participants raised the question of reliability and a multitude of critical problems faced in the collection of literacy data at the grassroots level.

F. Field Visit

On 16 December'1997, a field visit was organized to a Literacy Learning Centre in the conurbation of metropolitan Dhaka, approximately 15 kilometers north of Dhaka. The Director of the Centre received the participants and gave a brief presentation on the planning, organization and structure of the Centre and its programmes. The presentation emphasized the fact that the NFE and literacy activities are becoming more and more pronounced and popular every year among the masses, which was clearly reflected in the growth in the number of learners during the last few years.

A brief presentation of the field visit was made on the last day of the meeting. Participants discussed and reviewed their observations as well as shared their experiences. Participants commended the efforts of the Centre in maintaining the timely records of learners and related activities. It was the general feeling that the experience of the Centre in maintaining the statistical records at the grassroots level should be replicated and applied in their own countries.

Chapter Two

PRACTICAL EXPERIENCES IN DATA COLLECTION

A. National Experiences[1]

Bangladesh

The Bangladesh national experience was described by Mr. Atiqul Haque, Deputy Secretary, Directorate of Non-Formal Education, Government of Bangladesh. In Bangladesh, the literacy programme called the "Mass Education Programme" was first launched in 1980 on a large scale. The programme was abandoned in 1982 after the change of government but was revived in 1987 on a small scale in 27 selected *thanas* of the country. After the World Declaration on Education for All, the Government started an Integrated Non-Formal Education Programme (INFEP) as a supplementary to the formal system. The following programme activities have been implemented in selected areas of the country over a period of five years (1992-97):

- Pre-primary education for children aged 4-5 years with a view to increasing enrolment and retention rates throughout the primary cycle.
- Basic education programme for out-of-school and school drop-out children aged 6-10 years to bring them back into formal schooling.
- Non-formal education for adolescents aged 11-14 years who missed primary education and lost the opportunity for primary schooling.
- Functional literacy courses for adults aged 15-45 years.
- Continuing education for neo-literates.

The notional target for literacy as mentioned in the National Plan of Action for Education for All is to increase the adult literacy rate from 47 per cent in 1995 to 62 per cent by the year 2000.

The major steps taken by the Government and the progress achieved so far are broadly as follows:

- The project office for INFEP has been up-graded to a full-fledged Directorate of Non-Formal Education, headed by a Director-General.
- 64 district co-ordinators' offices are functioning to monitor and oversee field-level activities.

[1] The country papers will be reproduced in a separate document.

- Government functionaries as well as NGOs are implementing the non-formal education programme.
- Training programmes for supervisors as well as NFE teachers have been designed.
- Numerous teaching materials have been developed by INFEP in co-operation with NGOs.
- Flip charts, posters, stickers and other necessary materials in addition to primers have been produced.

Mr. Haque pointed out that the development of a non-formal literacy database in Bangladesh has been taking place in both government and non-government sectors. The Department of Non-Formal Education is the only government agency working with it. The database in use has been found to be inapplicable for all the ongoing NFE projects, and separate databases are being developed. Lack of efficient manpower, job security, adequate salaries, training facilities, electricity, etc. are major challenges on the way to success for the newly developed system. In the non-government sector, the existing system among the established agencies is working satisfactorily. But this system too has deficiencies, which need correction and improvement. The lack of suitable networks within and between organizations as well as the absence of the latest information technology are the main weaknesses of the databases in the non-government sector.

In Bangladesh, in addition to Government efforts there are almost 20,000 registered NGOs. Two thousand of them are reported to be active and almost all of them have NFE programmes. In these circumstances, it would be unwise to draw any conclusions by tabulating and analyzing the survey materials of only two dozen or more of these agencies. There are three categories of Agencies working in Bangladesh. The first consists of national agencies with broad-based and wide-ranging capabilities. The second includes programmes sponsored by the Government but with NGOs acting as implementing agencies. Finally, there are local NGOs with multi-sectoral programmes of which NFE is one. As the latter two are comparable with each other, Mr. Haque indicated that in choosing the ongoing and completed programmes for filling out the questionnaires he had restricted himself to these two groups.

Mr. Haque drew the attention of the participants to the peculiar problem of equalizing enrolment figures and school completion figures, particularly in the case of government-sponsored NGOs. This is because if the enrolment figures do not tally with the number of learners completing the course, the problem of adjusting operational costs arises. The institutions are supposed to surrender the operational costs on the basis of those who enrolled but did not complete the course. If this return is made, it results in inadequate payment of teachers and many other administrative difficulties. Mr. Haque then commented on the doubts and difficulties that he had faced in filling out the questionnaires but he left it to the wider forum to deal with the details. Mr. Haque concluded by stating that strategies, objectives and goals of programmes designed by different implementing agencies vary across a broad spectrum. Development of a literacy database therefore requires much consideration and application of mind to differing circumstances.

India

The Indian national experience was presented by Mr. Bhaskar Chatterjee, Director-General of the National Literacy Mission, Department of Education, Government of India. He divided his presentation into two distinct parts. In the first part, Mr. Chatterjee highlighted the major milestones in literacy and non-formal educational activities in India from 1951 onwards. However, he laid major stress on the programmes initiated after the establishment of the National Literacy Mission (NLM) in 1988. He outlined the major features of the famous Ernakulam experiment in southern India in 1989-90. He explained how this event was a landmark in the conversion of the basic strategy from centre-based programmes to the campaign mode. He pointed out that the literacy mission now covers almost 450 out of 520 districts in the country.

He touched on the main features of the scheme, which are briefly as follows:

- The teachers are unpaid and undertake voluntary work.
- An extensive training programme has been worked out for the volunteer teachers.
- A ratio of 1:10 is maintained for volunteer teachers vis-à-vis learners.
- Three primers have been designed. These are made as specific to the local area as possible.
- The three primers are to be used over a period of 200 learning hours.
- Before the start of any teaching-learning activity, adequate environmental preparation is to be carried out through cultural processions, use of local media, etc.

Mr. Chatterjee then went on to touch upon the main features of the post-literacy programmes as well as the continuing education programmes which are under way in various parts of the country. He also elaborated on the efforts of the Mission to galvanize and fully involve local institutions and communities. Finally, in the first part of his presentation he described the monitoring and evaluation strategies that have been greatly strengthened in the recent past. These were covered in detail in the subsequent presentation made by Ms. Nishat Farooq, Resource Person from India.

In the second part of his presentation, Mr. Chatterjee dwelt upon the questionnaires designed by PROAP covering a number of items where he felt that suggestions for improvement or redesign would be appropriate.

A detailed discussion was taken up on Questionnaire I (Annex C) prepared by PROAP which deals with status and efforts made by the countries in the field of non-formal education and adult literacy. The participants discussed each item in considerable detail and suggested a large number of refinements. In the process, they discussed and clarified many of the concepts inherent in the different items, removing many ambiguities and overlaps. Some unwanted items were excised, while others were elaborated or edited. For some of the major items, which required further scrutiny and deliberation, small sub-committees were formed to come up with concrete suggestions. Special attention was paid to sets of instructions, which could be incorporated within the items themselves. Close attention was also given to the glossary of terms. Additional items were included and the definitions of some items made more clear and concise. The wide-

ranging discussions saw very active participation by all of the members and a number of differing viewpoints had to be reconciled. However, all participants agreed that the questionnaire was comprehensive and specific. They believed that the questionnaire needed further testing and validation through more extensive use by field-level functionaries.

Nepal

While presenting the Nepalese national experience the participant from Nepal, Mr. Madhav Prasad Dahal, pointed out that whereas in the early 1950s, the literacy rate in Nepal was estimated at one per cent. It has in the following four decades jumped to over 40 per cent. The Ministry of Education has tried to encourage both formal and non-formal education systems and to this end provides free primary education up to grade five. During 1994-95, 2.8 per cent of the GNP was devoted to education and Government expenditure on education increased from 10.5 per cent in 1992 to 14.0 per cent in 1995. The non-formal education section, which is under the administrative division of the Ministry of Education, is responsible for running both the adult literacy and out-of-school programmes in the 75 districts of Nepal. These programmes are implemented both through the District Education Office as well as the NGOs functioning locally.

The objectives of the Nepalese National Council for Non-formal Education were not only to provide educational opportunities for children aged 4-14 years and illiterate adults aged 15-45 years but also to reduce the male-female literacy gap from 35 to 20 percentage points.

Mr. Dahal indicated that five major strategies have been adopted to promote non-formal and adult literacy programmes in Nepal. These include literacy campaigns, centre-based programmes, school-based programmes, one-to-one programmes and combining the efforts of national as well as international NGOs. Autonomous units such as Village Development Councils, municipalities, NGOs and schools are encouraged to conduct literacy programmes.

The literacy programmes enabled adults and children to acquire literacy and numeracy skills equivalent to grade three with practical knowledge of agriculture, health, cottage industries, environmental protection and population education, which helps to raise not only their level of awareness but also their productivity.

The national literacy campaign in Nepal was launched in 1992. Government offices and health centres were not used for literacy classes – instead they were conducted in private homes. Moreover, the national literacy campaign did not offer a choice of curricula to different groups of learners – a basic package was used regardless of local variations. However, teaching manuals accompanied primers and facilitators who taught literacy classes received training.

An evaluation at the end of the campaign revealed that it had not significantly eradicated illiteracy because it was carried out by coercive measures. Curriculum goals based on national and local community needs were not well-defined. There was no periodic evaluation for assessing the impact of the programmes. However, there were some positive conclusions:

- The campaign effectively mobilized resources needed for literacy;
- A conducive environment for promoting literacy was created;
- The overall impact of the literacy campaign would have been greater if it could have been followed up by post-literacy campaigns.

In 1997, the adult literacy programme, out-of-school programmes and post-literacy programmes are aimed at equipping the learner with basic skills in reading, writing, and simple computation. They are being sponsored both by the Nepalese Government as well as by the Government of the Netherlands. The target groups for these programmes, scattered all over the country, are adult illiterates, girls, women, disadvantaged groups and out-of-school children. The non-formal education section under the Ministry of Education is implementing these programmes with the help of District Education Offices and Local Governments.

Mr. Dahal informed participants that he had completed both parts of Questionnaire I with the help of published as well as unpublished data available from the National Council for Non-Formal Education.

Pakistan

The participant from Pakistan, Mr. S.H. Choudhry, stated that the literacy scenario in his country was grim. Whereas in 1961, the literacy rate was 16.7 per cent and there were 22 million illiterates, in 1981 the literacy rate was 26.2 per cent but the illiterate population had grown to 42.7 million. Today in 1997 the illiterate population is estimated to be 59 million.

To eradicate illiteracy, a two-pronged strategy has evolved:

- Universalization of primary education is being attempted to stall the creation of new illiterates.
- An adult literacy initiative has been effected to reach at least 20 million adolescents and youth who are presently out-of-school.

The Prime Minister's Literacy Commission (PMLC), which has the mandate to promote both adult literacy and non-formal primary education, is already operating a programme of non-formal basic education schools aimed at out-of-school and drop-out primary school-age children. PMLC is the sponsoring agency, but implementation is through provincial governments with the active participation of beneficiaries and communities. The community through NGOs and Local Village Education Committees identifies a local teacher and provides accommodation for the school free of charge. PMLC and the provincial governments train the teachers and provide, without cost, all the teaching and learning inputs.

Since April 1996, 7,117 such schools have been established and are proving to be a success. A phased expansion of these schools has been planned, taking the number up to 80,000 by the turn of the century. For operational purposes and to support this expansion, zonal infrastructure and a cadre of master trainers would have to be created and strengthened.

PMLC has also worked on the necessity to address the older illiterate age groups. As a consequence, a programme has been devised with a monetary input of over US $ 65 million from the Asian Development Bank. The programme's target group includes rural women aged 15-25 years who are out of school, drop-outs or primary grade completers who have not advanced or who have reverted to illiteracy. The programme is an integrated one, which besides literacy deals with skills training and the provision of micro-credit. A pilot project is starting in two provinces of Punjab and Baluchistan designed to benefit 225,000 persons among the target population.

To strengthen the non-formal initiative of PMLC, an institute of research and training, which would also be a resource centre, is to be established in 1999-2000. This state-of-the-art institute would be located in Islamabad with mobile outreach in four provinces.

Mr. Choudhry also provided details of five ongoing non-formal and literacy programmes in Pakistan along with a historical perspective covering the initiatives taken in primary and basic education from 1947 to 1997.

B. Presentations by the Resource Persons

The Thai Experience

Dr. Sombat Suwanpitak, Director, Non-Formal Education Department, Thailand, made a presentation on "Data and Information System of NFE in Thailand". His contribution is briefly summarized below:

Programme and Activities Undertaken by NFE

Non-formal education programmes are primarily provided by the Non-Formal Education Department, Ministry of Education. Major programmes and activities of non-formal education can be classified into three major areas:

- Basic Education Programme

Its main purpose is to equip people with the fundamental ability to achieve further knowledge and to improve the quality of life. This area includes literacy, functional literacy and continuing education programmes.

- Vocational Skill Training and Education Programme

Its major purpose is to impart occupational skills to out-of-school youth and adults to give them better prospects of getting jobs. This area includes: (i) interest group programme; (ii) short course in vocational skill training; and (iii) certificate vocational education programme.

- Informal education programme.

Its major objective is to provide the general public and villagers with up-to-date information for the improvement of their daily lives. This area includes village reading centres, public libraries, radio and television programmes and distance education programmes.

Administrative Structure of NFE Department

Non-formal education programmes and activities are organized and provided through 5 categories of organization from central level to field level. There are 14 divisions at central level, 5 regional centres, 79 provincial centres, 72 science education centres, 855 district centres and a large number of adult schools, learning groups and learning centres.

Practical model of data and information system for NFE

- Purpose of data and information system

The data and information system of non-formal education in Thailand has been in existence since 1979. The present information system with partially computerized networking was developed in 1994. The major objectives of the data and information system are the collection of data and information, policy formulation, programme and project planning, and management, as well as monitoring ongoing programme implementation.

- Areas of data and information need

Data and information needed by policy makers, programme planners, practitioners and teachers working in the non-formal education sub-sector are collected and analyzed in the areas of personnel administration, financial management, facility utilization, participation of learners, and programmes. A set of indicators for each category of data is used as a framework to collect data and information.

Methods of data collection

Data and information on non-formal education are compiled and analyzed using the following instruments:

- Data reporting system

The Department of Non-Formal Education has developed 32 forms for quantitative data reporting. Data are collected and compiled by teachers, facilitators, and practitioners at the field, district and provincial levels and sent to the central office on a monthly, quarterly and annual basis.

- Monitoring and evaluation system

Instruments for monitoring and evaluation of non-formal education programmes are developed and used to collect data and information on ongoing programmes and activities. For these instruments, a built-in mechanism has been established at all administrative levels.

Strengths and weaknesses of the data collection system

The existing data and information system of non-formal education in Thailand has some strengths and weaknesses. They are identified as follows:

- The system provides sufficient data and information for decision-making and policy formulation.
- It provides enough data and information for the efficient management of ongoing programmes and activities.
- It helps mobilize local communities to monitor and support the implementation of programmes.

However, the existing data mechanism is characterized by the following weaknesses:

- The system is loaded with an excessive number of forms and instruments.
- In most cases, data are not reported at the scheduled time for processing and for developing the indicators.
- Some items included in the instruments are obsolete and outdated and need further scrutiny.
- Important areas such as personnel and financial management, for example, are not clearly defined and covered adequately.

The Indian Experience

The presentation by Dr. Suwanpitak was followed by that of Ms. Nishat Farooq, Director, State Resource Centre, Jamia Millia, New Delhi. The broad outline of her presentation was as follows:

- India has a large systematic programme of non-formal education with quality comparable to the formal education system. This programme is integrated with development themes such as population education, health care, environmental issues and national integration.
- Districts are the units of planning for implementation of adult literacy and non-formal education.
- The National Literacy Mission has very recently designed a robust education management information system (EMIS) which is useful for reaching conclusions about progress made and problems and issues encountered.
- In most non-formal education programmes and activities, a three-tier EMIS is operational. At the first stage, data are collected from all literacy centres and then compiled at the district level. From districts, the data are then sent to the corresponding state where they are compiled at the central level by the Directorate of Adult Education, Ministry of Human Resources Development, on a quarterly basis. In this way the EMIS becomes both local and decentralized. The twin principles of participation and reliability are observed so that the EMIS becomes accountable and credible. The EMIS is also a detailed data collection and analysis mechanism for funding and financial resources.
- With the help of the National Informatics Centre (NIC), the Ministry of Human Resources Development has set up a World Wide Web site to provide information about the policy framework, structures, organization and progress of formal education in general and non-formal education in particular throughout the country.
- Sometimes the National Literacy Mission is faced with the problems of effective monitoring and evaluation of literacy programmes. As part of the solution, the Ministry organizes at the State Directorate monthly meetings to monitor each independent programme. To strengthen the monitoring system, computers have been installed in each district.
- Review meetings and inspection visits are also being organized from time to time to monitor the programmes.
- Besides the self-evaluation of learners, each campaign district is subject to a minimum of two external evaluations – concurrent and final evaluation. The evaluation reports are also used when compiling data on non-formal education and literacy programmes.

The Bangladesh Experience

The third presentation was made by Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, on the needs and benefits of the EMIS and how it is being applied in the Dhaka Ahsania Mission. However, he warned that the purpose of the EMIS at the regional/national level would be quite different from its purpose at the organization/institutional level. He also mentioned that even for organizations the EMIS is required both at the pre-planning and implementation stages.

- Pre-planning stage
  - Effective planning
  - Informed decision-making
  - Information about delivery of input

- Implementation stage
  - Basic information
  - Participation of learners
  - Supervision
  - Training
  - Financial management
  - Progress
  - Problems

Mr. Alam explained that an EMIS meets the information needs of all major agents involved in planning, management and implementation of education programmes. An EMIS is the major management tool. There cannot be any planning or decision making process without proper information. Appropriate corrective measures can be initiated once the information is available in the right form and at the right time. Mr. Alam observed that only a good EMIS can help to make education relevant to the life of the people and thus promote education for development. Mr. Alam cautioned that information is the data procured for a given purpose. When the facts and figures are stored, calculated, analyzed, and compared and generally worked out to produce a message in the form required by the users, only then do they become real information.

During his presentation Mr. Alam mentioned that four aspects might be considered essential for developing an effective database:

- Area of information to be collected
- Method of collection
- Presentation and visualization of data
- Dissemination of information

Mr. Alam explained in detail these four aspects of an EMIS. He also mentioned that in the EMIS of Dhaka Ahsania Mission, learner achievements are measured using five indicators: reading, writing, numeracy, functional knowledge and practical application. This integrated approach for measuring learner accomplishment helps learners reach the gateway of development. Mr. Alam also mentioned the objectives and tools of the EMIS for the Dhaka Ahsania Mission. The objectives are as follows:

- To collect both quantitative and qualitative information from the field to check whether the activities of the project are occurring on schedule.
- To give feedback to policy-makers and planners regularly.
- To provide feedback for making appropriate management decisions.

In his concluding remarks, Mr. Alam pointed out that future efforts to mobilize the resources of both government and non-governmental organizations for non-formal education and literacy programmes can be derailed by a lack of information on the nature and activities of various agencies engaged in NFE. Already, this has caused duplication of work, and unnecessary competition between and among agencies.

Citing several practical cases, Mr. Alam stressed how the EMIS responds to the aforementioned problem. He demonstrated to the participants that through the systematic development and application of the EMIS in the non-formal education sub-sector, agencies involved in NFE can work more co-operatively through sharing resources, collective lobbying for relevant legislative and executive action, and implementing joint projects.

Chapter Three

INSTRUMENTS OF DATA COLLECTION AND INDICATORS

A. Background

During the morning session of the final day of the meeting Mr. Khan presented the several instruments developed by PROAP to collect both quantitative and qualitative information from the non-formal education sub-sector. Introducing the underlying premise of these instruments, Mr. Khan argued that although the organized development of formal schooling has been in progress for many decades, a majority of countries lack functional policies, plans and management mechanisms for the expansion of education and training using non-formal ways and means. Above all, there is an urgent need for relevant, reliable and timely information support to these functions at all levels: from top-level policy-makers to middle-level educational administrators to local organizers of non-formal education programmes. Of equal importance will be the information role vis-à-vis the general public and potential learners, so that they may be kept informed of non-formal learning opportunities, and be encouraged to participate actively.

Mr. Khan continued to explain that in order to address the serious vacuum in the supply of information about non-formal education and literacy programmes, and the lack of established national mechanisms to collect and disseminate related information, UNESCO PROAP has designed these instruments to collect data and eventually to develop a list of core indicators for non-formal education and literacy programmes in the Asia/Pacific region.

Highlighting the importance of the NFE database, Mr. Khan informed the participants that the fundamental objective is to enable the Member States to measure the demand for and supply of educational opportunities, and the extent to which supply satisfies demand. More precisely, he explained that the instruments to be administered have been designed with the aim of "providing a better understanding of the demand for and supply of non-formal educational opportunities, levels and patterns of participation, resource inputs, quality and outcomes, thereby enabling an assessment of the performance, cost-effectiveness, and impact of the non-formal education system, as well as the identification of shortcomings, imbalances, disparities, and priority actions."

With this background, Mr. Khan introduced a set of structured instruments (three questionnaires) on the following topics:

- national policies and strategies developed and initiatives taken for their implementation;
- ongoing non-formal education and literacy programmes and activities; and
- non-formal education and literacy programmes and activities already completed.

After his detailed introduction of these questionnaires, participants were asked to comment. They very much appreciated the coverage of these instruments but proposed several modifications in phrasing the question items in view of the socio-economic diversities of the region. They argued that some of the items included in these instruments might not be valid in some national contexts whereas others have to be drafted in ways more pertinent and suitable to these contexts. Finally, after long deliberations, the participants finalized a set of instruments (Annex C) which they suggested should be validated before implementation.

B. NFE Indicators

A more detailed discussion on the definitions, the types, and the uses of indicators took place to enable the participants to understand and appreciate the use of these indicators in measuring progress in the provision of NFE and literacy programmes and activities. The discussion centred basically on the scope of NFE statistics and NFE data areas, and gave concrete examples of some of the indicators developed or frequently used for the eradication of illiteracy. A brief demonstration was also given on how literacy rates are calculated and why there is a need also to know the absolute number of adult illiterates. An attempt was also made to show how the statistical calculations and the corresponding terminology differ in formal and non-formal education. Finally, the participants proposed that a complete list of NFE indicators should include the following:

- ***Input indicators*** are indicators that measure the effectiveness of resources used in the educational production activity. The determinants are learner characteristics, class/programme characteristics, facilitator/teacher characteristics, facilities characteristics, and instructional material and equipment characteristics. In each case, the term "characteristic" refers to the availability of a resource, its nature and quality, and its manner and rate of use.
- ***Process indicators*** are measures that determine the interaction that takes place among inputs. Normally, their calculations require observational data collection about individual behaviour.
- ***Output indicators*** reflect the immediate effects of the education activities, e.g., attainment effects, achievement effects, attitudinal/behavioural effects, and equity effects.
- ***Qualitative indicators*** measure the quality of the output and also the quality of the programme/class inputs. They demonstrate performance relative to some given standards and norms.
- ***Quantitative indicators*** are intended to measure statistically the amount or value of inputs or resources available.
- ***Efficiency indicators*** are used to monitor the attainment of one of the programme's or system's concerns: producing quick results at the least possible cost. Costs may be referred to basically as expenditures associated with the use of resources such as personnel and equipment. Likewise, they measure the degree of utilization of resources available to the system.

- ***Effectiveness indicators*** measure the ability of the system to perform its mandate of providing services. They essentially measure the system's actual level of accomplishment relative to its goals.
- ***Equity indicators*** measure the degree to which expenditure to education is provided for the population regardless of economic status, place of residence and intellectual capability. They also measure quality of access not only in terms of physical facilities such as classrooms but also to the quality of education.

Finally, the importance of carrying out an in-depth analysis was endorsed by the fact that in reality many factors intervene in the decision-making process and planning of non-formal education and literacy programmes and activities. Participants believed that the simulation exercise becomes more important because it demonstrates and presents in a concrete and precise manner how resources are allocated and outcomes realized.

Chapter Four

SUGGESTIONS AND RECOMMENDATIONS

A. Problems

In collecting the information on non-formal education and literacy programmes, the data collector usually asks about the literacy status of each and every member of a household, and then bases the enumeration on the self-responses of each member or that of the head of the household. The reliability of such responses can vary depending on a number of factors including the level of understanding of the exact definition of literacy, cultural influences, psychological reluctance to disclose one's illiteracy, or simple ignorance of the literacy status of other household members.

To increase the reliability of literacy statistics, all participants suggested that simple literacy assessment tests be administered to individuals. Such an approach requires additional and proper training of the data collectors, in addition to the establishment of clear and practical norms, criteria and methods of literacy assessment.

The participants summarized the following factors that influence the reliability of literacy statistics:

- Lack of standardized definition of literacy and operational instructions;
- Inadequate briefing and training of literacy personnel particularly the data collectors;
- Errors in asking and/or recording the responses during the literacy surveys;
- Errors in processing and interpretation of recorded data;
- False inferences based on highest grade attained in primary education;
- Unreliable basic demographic data on sparsely populated areas;
- Unclear contents of literacy programmes attended;
- Lack of experience in the assessment of literacy during population censuses; and
- Inadequate organization, resources and competence in assessing literacy.

B. Measures

In developing a systematic non-formal education and literacy database, these concrete problems will have to be taken into account within the international literacy statistics context. Appropriate strategies and joint efforts should be followed by the concerned national authorities, which include the National Statistics Office and the Ministry of Education, to improve the use of data collection instruments. Participants suggested the following priority measures to be taken in this respect:

- Establish clear national definition, standards and criteria for literacy;
- Ensure systematic assessment of literacy status during population censuses;
- Make use of alternative channels such as household surveys and labour force surveys;
- Improve methodologies for assessing literacy during these surveys;
- Streamline questionnaire design on literacy to minimize errors;
- Provide thorough instruction and training of NFE and literacy personnel;
- Process literacy statistics together with demographic and vital statistics;
- Clarify the contents of literacy programmes and completion requirements;
- Strengthen the database on population and its characteristics;
- Improve the functional organization and competence of services responsible for NFE and literacy statistics and provide adequate resource support to their operation.

As regards the role of PROAP in developing the NFE and literacy database, the participants recommended that

- The Asia-Pacific NFE and literacy database to be developed jointly by PROAP and ACCU should be relevant and should respond to the needs of the Member States of the region.
- Within an elaborated scheme and functional organization, PROAP should collect, process and disseminate NFE and literacy data based on rigorous methods, instruments and techniques.
- PROAP should make full use of the collected data to derive core statistics and indicators and to prepare a comprehensive analysis of the literacy situation in the region.
- PROAP together with the interested Member States should use the resulting information to determine the linkages and impact of literacy on employment, productivity, quality of life and socio-economic and cultural development as well as on better ways and means to promote further learning.

- PROAP should organize a similar kind of Consultation Group Meeting for the Southeast Asia Member States in order to finalize the core instruments of data collection in the region.
- A comprehensive regional training workshop before implementing the final instruments of data collection should be organized with a view to restoring and maintaining the comparability and reliability of data gathered.
- PROAP should collect this information and publish a regional Annual Statistical Yearbook on NFE and literacy database together with some concrete examples of innovative projects in NFE and literacy in the region.

The objectives, priorities and dimensions mentioned above constitute the overall framework within which the Asia-Pacific NFE and literacy database is to be developed by PROAP as well as by the Member States.

Annex A

AGENDA

Monday, 15 December 1997

8.30 - 9.30	Registration by the participants
9.30- 10.30	Welcome Address by Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission.
	Opening Remarks by Mr. Ansar Ali Khan, Director, UNESCO/Bangladesh.
	An Introduction to the Development of the Asia-Pacific Literacy Database by Mr. Qutub Khan, Programme Specialist in Educational Planning and Management, UNESCO/PROAP, Bangkok, Thailand.
	Inaugural Address by Hon. Dr. Sa'dat Hussain, Secretary, Primary and Mass Education Division, Government of Bangladesh.
	Address by the Chairman of the Session, Hon. Mr. Khandaker Shahidul Islam, Director-General, Directorate of Non-Formal Education, Government of Bangladesh.
10.30 - 11.00	Tea Break
11.00 - 11.30	Selection of Office Bearers, and Organization and Logistics of the Meeting by Mr. Alam.
11.30 - 12.30	Presentation of ACCU's NFE Database Framework by Ms. Rika Yorozu, Programme Specialist, Literacy Promotion Division, ACCU, Japan.
12.30 - 13.30	Lunch Break
13.30 - 14.30	Presentation of the Basic Framework of the Asia-Pacific Non-Formal Education and Literacy Database by Mr. Qutub Khan, UNESCO/PROAP, Bangkok.
14.30 - 15.00	Presentation of Bangladesh National Experience in NFE Database by Mr. Atiqul Haq, Government of Bangladesh.
15.00 - 15.30	Discussion on Bangladesh Presentation (20 Minutes).Summary by Mr. Ansar Ali Khan, UNESCO/Bangladesh (10 Minutes).
15.30 - 16.00	Tea Break
16.00 - 16.30	Presentation of Indian National Experience in NFE Database by Mr.Bhaskar Chatterjee, Director-General, National Literacy Mission, Government of India.
16.30 - 17.00	Discussion on Indian Presentation (20 Minutes).
17.00 - 17.30	End of the day summary by the President of the Session.
17.30 - 17.40	Suggestions and Announcements by Mr. Alam and Mr. Khan

Tuesday, 16 December 1997

8.30 - 9.00	Presentation of Nepalese National Experience in NFE Database.
9.00 - 9.30	Discussion on Nepalese Presentation (20 Minutes).
	Summary by Ms. Nishat Farooq (10 Minutes).
9.30 - 10.00	Presentation of Pakistan National Experience in NFE Database.
10.00 - 10.30	Discussion on Pakistan Presentation (20 Minutes).
	Summary by Mr. Alam, Dhaka Ahsania Mission (10 Minutes).
10.30 - 11.00	Tea Break
11.00 - 13.00	Presentations by the Resource Persons
	Mr. Sombat Suwanpitak, Director, Non-Formal Education Department, Ministry of Education, Government of Thailand.
	Discussion.
	Ms. Nishat Farooq, Director, Literacy Resource Centre, Jamia Millia Islamia University, New Delhi.
	Discussion.
	Mr. Kazi Rafiqul Alam, Executive Director, Dhaka Ahsania Mission, Bangladesh.
	Discussion.
13.00 - 14.00	Lunch Break
14.00 - 18.00	First Field Visit.

Wednesday, 17 December 1997

8.30 - 9.30	Presentation of the Structured Instruments of Data Collection by Mr. Qutub Khan, UNESCO/PROAP, Bangkok.
9.30 - 10.45	Group discussion on Structured Instruments of Data Collection.
10.45 - 11.00	Tea Break
11.00 - 13.00	Development of NFE Indicators.
13.00 - 14.00	Lunch Break
14.00 - 18.00	Second Field Visit.
19.30 -	Dinner Hosted By DAM and UNESCO/PROAP

Thursday, 18 December 1997

8.30 - 10.00	Development of Structured Questionnaires for the Asia-Pacific Region.
10.00 - 11.00	Methodology for Collecting the Core NFE Information from the Region.
11.00 - 11.30	Tea Break
11.30 - 13.00	Group Work on Methodology.
13.00 - 14.00	Lunch Break
14.00 - 15.30	Finalization of Methodology, Questionnaires and Indicators.
15.30 - 16.30	Closing Ceremony and Evaluation
	Dhaka Ahsania Mission.
	Participants' Representative.
	Statement of Appreciation by Mr. Qutub Khan, UNESCO/PROAP.

Annex B

LIST OF PARTICIPANTS

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Annex C

SURVEY QUESTIONNAIRES FOR DEVELOPING THE NATIONAL LITERACY DATABASE IN THE ASIA-PACIFIC REGION

In view to addressing the serious vacuum in terms of information supply on Non-Formal Education and Literacy Programmes/Activities, and the lack of established national mechanisms to collect and disseminate related information, UNESCO/PROAP has planned to undertake this survey. The questionnaires to be administered under this survey are structured instruments and have been designed with the aim of "providing a better understanding of the demand for and supply of non-formal educational opportunities, levels and patterns of participation, resources input, quality, and outcomes of these programmes.

PROAP would like to take this opportunity to seek your cooperation to launch this Asia-Pacific regional survey. PROAP would also appreciate your advice and comments for improving the contents of the instruments with a view to generalizing its implementation at a wider scale within your national context and in the context of the Member States of the Asia-Pacific Region.

The whole package consists of three questionnaires. Questionnaire I is designed to collect basic information on the status and efforts being made by your Government in the areas of Non-Formal Education and literacy activities. The questionnaire consists of two parts. Part I "General Information" is meant to collect information on some macro level socio-economic indicators whereas information related to strategic policy, planning, management, monitoring and evaluation of the non-formal education and literacy programmes is the subject matter of Part II of this questionnaire.

Questionnaire II is ***developed to assemble information on the 10 selected innovative on-going non-formal and literacy programmes in your country****. Therefore, you are required to identify ten innovative programmes representative of the national and regional perspectives of your country and completed during the current decade.*

Finally, Questionnaire III is directed to gather information on 10 selected programmes already completed since 1990.

Before completing these items, please refer to the attached glossary for the definitions of the terms used in this questionnaire.

BEST COPY AVAILABLE

Questionnaire I

STATUS AND EFFORTS IN THE FIELD OF NON-FORMAL EDUCATION AND LITERACY

(Before completing this questionnaire, please refer to the attached glossary for the Definitions of the terms used in this questionnaire).

PART I: GENERAL INFORMATION

Country [ ]

1. Total population:

Population (Million)	1980			1985			1990			1995			2000 (Estimate)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Urban															
Rural															
TOTAL															

2. Adult population (15+ years old):

Population (Million)	1980			1985			1990			1995			2000 (Estimate)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Urban															
Rural															
TOTAL															

3. **School-age population (6-11 years old):**

Population (Million)	1980			1985			1990			1995			2000 (Estimate)		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Urban															
Rural															
TOTAL															

4. Religion:

Religion	% of total population
Buddhism	
Christianity	
Hinduism	
Islam	
Other. Specify.....	

5. **Major language(s) spoken:**

Language	% of total population
Bengali	
Chinese	
Hindi	
Urdu	
Nepali	
English	
Other. Specify.....	
.....	
.....	

6. **Adult literacy rate (population 15+ years old) :**

Literacy Rate (%)	1980			1985			1990			1995			2000 (Estimate)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Urban															
Rural															
TOTAL															

7. **Net Enrolment Ratio (NER) in primary level education:**
(School-age population 6-11 years old)

Net Enrolment Ratio (%)	1980			1985			1990			1995			2000 (Estimate)		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Urban															
Rural															
TOTAL															

8. **Duration of compulsory education:** ..... **years. From**.....**years old to** .....**years old.**

9. **Public expenditure on education (in millions and in local currency):**

Public Expenditure on Education as:	1990	1995	Latest year available 19.....
Percentage of GNP			
Percentage of Government Recurrent Expenditure			
% Share of Primary Education in Total Current Education Budget			
% Share of Non-Formal Education in Total Current Education Budget			
Recurrent Expenditure per Pupil in Primary Education			

PART II: NATIONAL EFFORTS IN NON-FORMAL EDUCATION AND ADULT LITERACY

10. Name of the principal government agency responsible for non-formal education and adult literacy programmes and activities:

.....

11. Organizational structure of the Non-Formal Education Division/Department
(Please draw and/or attach the organization chart of the NFE Division/Department)

12. Year in which the principal government agency responsible for non-formal education and adult literacy programmes and activities was established

19.....

13. How does the national policy document define non-formal education and adult literacy in your country ?

(a) Definition of Non-Formal Education :

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(b) Definition of Adult Literacy :

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.....

14. National magnitude of adult illiteracy before the establishment of the principal government agency responsible for non-formal education and adult literacy programmes and activities. (Please indicate clearly whether the figures contained in the table are expressed as absolute figures or in thousand, million, etc.).

Category	Population		
	Total	Male	Female
Population (all ages)			
Population (15+ years old)			
Number of illiterates (15+ years old)			
Absolute number of adult illiterates (15+ years old) prior to the establishment of principal government agency			

15. National commitment for the promotion of non-formal education and adult literacy programmes and activities:

(a) Enacted a Presidential and/or Parliamentary decree ☐

(b) Organized an information campaign ☐

(c) Organized a National Policy Conference or Roundtable ☐

(d) Adopted provincial/district goals ☐

(e) Set-up empowered national level agency ☐

(f) Others. Specify ..... ☐

16. Other objectives of non-formal education and literacy programmes and activities. (The implied assumption here is that imparting of literacy skills is the primary objective. Please tick in the boxes other objectives which you consider have been closely integrated with the programme).

(a) Better understanding of national policies ☐

(b) Imbibing the values of national concern ☐

(c) Development of self-confidence and self-esteem ☐

(d) Awareness of causes of deprivation ☐

(e) Moving towards amelioration of their condition ☐

(f) Organization and participation in the process of development ☐

(g) Acquiring skills to improve economic status and general well-being ☐

(h) A better understanding of issues related to population ☐

(i) Promotion of social and economic welfare in rural areas ☐

(j) Women empowerment ☐

(k) Reduction in gender disparities ☐

(l) Promotion of reading habit ☐

(m) To lay foundation for continuing education ☐

(n) Others. Specify ..... ☐

17. Quantitative goals set in the national policy for non-formal education and adult literacy:

(a) Additional enrolment of learners:

Age-group	Absolute Number	% of the age-group	Time frame (year)
6 – 11 years old			
12 - 14 years old			
15 + years old			

(b) Adult literacy rate (15 + years old):

Rate ..... %

Time frame 19..... to 19...

(c) Training of literacy workers/facilitators:

Total number .....

Time frame 19..... to 19.....

(d) Production of basic and follow-up instructional materials:

Type	Number	Time frame
Basic material		19... to 19 ...
Follow-up material		19... to 19 ...

18. Major features of the non-formal education and literacy programme:

(a) Programme for illiterates for all age groups are being implemented ? ☐

(b) Other development ministries/departments are working together for the eradication of illiteracy ? ☐

(c) Major thrust is being given to voluntary participation of youth in these programmes ? ☐

(d) Mass campaign is launched to create a conducive environment for non-formal education and literacy programmes ? ☐

(e) Community is being mobilized to participate actively in non-formal education and literacy programmes ? ☐

(f) Social, cultural and linguistic differences are given due importance in designing the programmes ? ☐

(g) Instructional materials have been developed in the major provincial/regional languages ? ☐

(h) Non-governmental organizations (NGOs) are actively involved during the planning and implementation stages of these programmes ? ☐

(i) Each programme is planned for a fixed time-period ? ☐

(j) Gender interests are adequately reflected in the curriculum of the non-formal education and literacy programmes ? ☐

(k) Others. Specify..... ☐

19. Which of the following methods are used for mass mobilization ?

(a) Political parties ☐
(b) Community contacts ☐
(c) Public meetings ☐
(d) Convention ☐
(e) Radio broadcasts ☐
(f) Television programmes ☐
(g) Folk media ☐
(h) Newspapers ☐
(i) Music concerts ☐
(j) Posters/leaflets with literacy themes and motives ☐
(k) Schools (teachers/students) ☐
(l) Literacy prizes ☐
(m) Honouring literacy workers/learners ☐
(n) Religious festivals and other social functions ☐
(o) Volunteers ☐
(p) Others. Specify ..... ☐

20. What kinds of modalities are being pursued for implementing non-formal education and literacy programmes ?

(a) Centre-based programmes are implemented ? ☐
(b) Mass literacy campaigns are organized ? ☐
(c) Distance education programmes are designed ? ☐

(d) Programmes are also implemented by:

(i) NGOs ☐

(ii) Charitable institutions ☐

(iii) Religious bodies ☐

(iv) Other agencies ☐

(e) An each-one teach-one programme is launched ? ☐

(f) Others (please indicate) ☐

21. Where are the literacy classes held in your country ?

(a) School buildings ☐

(b) Homes of volunteers/learners ☐

(c) Specially established centres ☐

(d) Health centres ☐

(e) Government offices ☐

(f) Cooperatives ☐

(g) Factories ☐

(h) Community Centres ☐

(i) Open-air ☐

(j) Drawing-rooms of local elite ☐

(k) Religious places/praying rooms ☐

(l) Cyclone shelters ☐

(m) Others. Specify..... ☐

22. Are the instructions in literacy classes given in all the languages commonly used in your country ?

Yes = 1
No = 2 ☐

23. Do the primers used offer to different groups of learners a choice of curricula ?

Yes = 1
No = 2 ☐

24. Are these primers accompanied by teachers' guide(s) ?

Yes = 1
No = 2 ☐

25. Is the training of literacy personnel organized formally ?

Yes = 1
No = 2 ☐

26. Have you undertaken any formal and systematic evaluation of the non-formal education and literacy programme(s) in your country ?

Yes = 1
No = 2 ☐

27. If yes, does it include:

(a) Enrolment and enrolment patterns of literacy classes ? ☐
(b) Factors related to drop-out ☐
(c) Participation in different functional specialization ☐
(d) Literacy achievement tests ☐
(e) Patterns of learners' attendance ☐
(f) Teachers requirements ☐
(g) Teachers' performance ☐
(h) Teaching-learning process ☐
(i) Quality of primers ☐
(j) Community involvement ☐
(k) Impact of the programme ☐
(l) Others. Specify..... ☐

28. Do you think that since its inception the literacy programme has succeeded in eradicating illiteracy ?

Yes = 1
No = 2 ☐

29. If no, what do think are the major weaknesses of the programme ?

(a) The campaign lacks strong political will and commitment: ☐

(b) Decisions concerning the language policy are not clear: ☐

(c) The campaign is carried out by coercive measures : ☐

(d) The goals as regards the coverage of populations are ambiguous: ☐

(e) The goals as regards the priorities of the participants are not clear: ☐

(f) The curricular goals with clear demarcations between national and local community needs are not well defined: ☐

(g) Production of materials for teaching the functional literacy skills are not adequately developed: ☐

(h) Training of staff and orientation of those collaborating with the programme is not properly and systematically organized? ☐

(i) Linkages with the institutions of formal and non-formal education, development support communication systems , and research and development agencies in the field of education are not properly established: ☐

(j) Follow-up and continuing education programmes are not designed well in advance: ☐

(k) Periodical evaluations are not being carried out for assessing the impact of these programmes: ☐

30. What would you identify as the five major strengths of the programmes ?

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

31. Do you have a programme for Continuing/Life-Long Education ?

Yes = 1
No = 2 ☐

32. If yes, what are its main features ?

(a) Consolidation of literacy skills ☐

(b) Establishment of libraries ☐

(c) Distribution of newsletter/magazines ☐

(d) Upgrading/imparting vocational skills ☐

(e) Establishment of libraries ☐

(f) Distribution of newsletter/magazines ☐

(g) Organization of neo-literates and communityto improve socio-economic status ☐

(h) Organization of individual interest programmes ☐

(i) Equivalency programmes ☐

(j) Distance learning programmes ☐

(k) On-the-job training programmes ☐

(l) Others. Specify..... ☐

Signature of the responsible authority: .....

Status: .....

Date: .....

Questionnaire II

PROFILE OF THE ON-GOING NATIONAL NON-FORMAL EDUCATION AND LITERACY PROGRAMMES

(Before completing this questionnaire, please refer to the attached glossary for the Definitions of the terms used in this questionnaire).

COUNTRY ☐

1. Title of Programme/Activity:.....

2. Other objectives of non-formal education and literacy programme/activity.
(The implied assumption here is that imparting of literacy skills is the primary objective. Please tick in the boxes other objectives which you consider have been closely integrated with the programme).

(a) Better understanding of national policies ☐

(b) Imbibing the values of national concern ☐

(c) Development of self-confidence and self-esteem ☐

(d) Awareness of causes of deprivation ☐

(e) Moving towards amelioration of their condition ☐

(f) Organization and participation in the process of development ☐

(g) Acquiring skills to improve economic status and general well-being ☐

(h) A better understanding of issues related to population ☐

(i) Promotion of social and economic welfare in rural areas ☐

(j) Women empowerment ☐

(k) Reduction in gender disparities ☐

(l) Promotion of reading habit ☐

(m) To lay foundation for continuing education ☐

(n) Others. Specify..... ☐

1. Target group(s):

   (a) Out-of-school youth ☐
   (b) Adult illiterates ☐
   (c) Girls and Women ☐
   (d) Disadvantaged and vulnerable groups ☐
   (e) Others. Specify..... ☐

4. Profile of trainers/facilitators of the programme:

Number			Category			Nature		Qualification		Training	
M	F	Total	Voluntary	Fully Paid	Partly paid	Part-time	Full-time	Qualified	Un-qualified	Trained	Untrained

5. Name of the major sponsoring agency :
   (Sponsoring agency means the source from which the core funding of the programme is obtained).

   .....

6. Details of sponsoring agency:.....

   Address.....

   District/Town.....Province.....Tel.....

7. Nature of sponsoring agency:

   ☐ Central/Federal Government
   ☐ Regional/Provincial Government
   ☐ District/Local Government
   ☐ Agricultural Cooperative/Collectivity
   ☐ Industrial/Business/Service Enterprise
   ☐ Educational/Training Institution
   ☐ Professional Association/Trade Union

- ☐ Voluntary Agencies
- ☐ Religious Body/Mission
- ☐ Foreign/International Agency
- ☐ Private Body/Community based/Individual
- ☐ Other. Specify.....

1. Name of the implementing agency :
   (The implementing agency is that agency which has been given the primary task of implementation by the major sponsoring agency).

   .....

2. Details of implementing agency:.....

   Address.....

   District/Town.....Province.....Tel.....

3. Nature of implementing agency:

   - ☐ Central/Federal Government
   - ☐ Regional/Provincial Government
   - ☐ District/Local Government
   - ☐ Agricultural Cooperative/Collectivity
   - ☐ Industrial/Business/Service Enterprise
   - ☐ Educational/Training Institution
   - ☐ Professional Association/Trade Union
   - ☐ Voluntary Agencies
   - ☐ Religious Body/Mission
   - ☐ Foreign/International Agency
   - ☐ Private Body/Community based/Individual
   - ☐ Other. Specify.....

4. Type of major NFE Programme/Activity

(CHECK ONE BOX ONLY)

- ☐ Adult Literacy Programme
- ☐ Non-Formal Education for Out-of-School Children
- ☐ Functional Literacy & Life-Skill Training
- ☐ Agricultural Extension & Rural Development
- ☐ Industrial/Service Trade/Skill Training
- ☐ Non-Formal Higher Education
- ☐ Language Training
- ☐ Religious Education
- ☐ Leisure Education
- ☐ Other. Specify.....

5. Field of study:

(a) Literacy programme (3R's): ☐
(b) Religious education ☐
(c) Family Planning, Health and Hygiene ☐
(d) Indigenous trade, craft and industrial programme ☐
(e) Agriculture, forestry, and fishing : ☐
(f) Home economics ☐
(g) Service trade ☐
(h) Language proficiency ☐
(i) Other. Specify..... ☐

13. Details of the location(s) of the literacy programme. (Specify the district(s) in which the programme is currently being implemented):

.....
.....
.....
.....
.....

14. Indicate special features of topography/terrain, if any:

.....
.....
.....
.....
.....

15. Grade equivalence:.....

16. Level equivalence:.....

17. Name of certificate/diploma awarded:.....

18. Number of persons in the target group:.....

19. Admission requirements:.....

20. Programme starting date:.....

21. Programme ending date:.....

22. Total study hours:.....

23. Timing of the programme: (days of the week).....

24. Schedule of the programme: (hours of the day).....

25. Fees charged (in local currency):.....

26. Teaching-learning methods used:

.....
.....
.....
.....
.....

27. **Strengths of the programme/activity. (Please list five major strengths of the programmes/activity)**

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

28. **Weaknesses of the programme/activity. (Please list five critical weaknesses of the programmes/activity)**

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

29. **Name of the responsible person**

(Responsible person indicates head of the implementing agency or a person authorized by him/her)

Name: .....

Title: .....

Signature: .....

Date: .....

Questionnaire III

INFORMATION ON COMPLETED NON-FORMAL EDUCATION PROGRAMME

(Before completing this questionnaire, please refer to the attached glossary for the definitions of the terms used in this questionnaire).

1. Title of Programme: .....

2. Name of the major sponsoring agency :
   (Sponsoring agency means the source from which the core funding of the programme is obtained).

   .....

3. Details of sponsoring agency:.....

   Address.....
   .....

   District/Town.....Province.....Tel.....

4. Institutional location of the programme:.....

   Name of the Institution: .....

   Address.....
   .....

   District/Town.....Province.....Tel.....

5. Participants in the programme:

Number of Participants	Total	Male	Female
Enrolled			
Completed the programme			
Awarded certificate/diploma			

6. Participants enrolled in the programme/activity by age-group and sex

Number of participants enrolled by age-group and sex	Total	Male	Female
Less than 15 years old			
15 – 45 years old			
More than 45 years			

7. Operating income by source (in local currency):

TOTAL	
Central/Federal Government	
Regional/Provincial Government	
District/Local Government	
Agricultural cooperative	
Industrial/service enterprise	
Educational/training institution	
Professional associations	
Voluntary agencies	
Religious/missions	
Community	
Private bodies/individuals	
Foreign/international agencies	
Fees	
Income generation	
Others. Specify	

8. Expenditure (in local currency):

TOTAL	
Salaries	
Instructional materials	
Scholarships	
Maintenance	
Office supplies	
Other recurrent expenditure	
Land and construction	
Equipment	
Other capital expenditure	
Loan repayment	
Amortization	
Others. Specify	

9. Professional staff information:

Number			Category			Nature		Qualification		Training	
M	F	Total	Voluntary	Fully Paid	Partly paid	Part-time	Full-time	Qualified	Un-qualified	Trained	Untrained

10. Name of the responsible person

(Responsible person indicates head of the implementing agency or a person authorized by him/her):

Name: .....

Title: .....

Signature: .....

Date: .....

GLOSSARY

Adult Literacy Programmes: Primarily to impart literacy and numeracy skills to adults.

Agricultural Extension and Rural Development: Education, training and counseling carried out in rural and agricultural communities primarily to improve agricultural practices and to promote rural development.

Amortization: Means wiping out the debt usually by means of sinking funds – money set aside for gradual repayment of debt.

Apparent Learner-Hours: The number of study-hours multiplied by the number of learners enrolled in a NFE programme gives ***'the apparent learner-hours'.***

Duration of Compulsory Education: Number of years of compulsory education, according to the regulations in force in your country.

Effective Learner-Hours: Refers to the product of study-hours with the number of completers. It gives an indication as to the ***'utilization of capacity' and 'productivity'*** of the NFE programme or activity.

Estimated Adult Literacy Rates: Estimated number of adult illiterates (15 years and over) expressed as a percentage of the population in the corresponding age-group.

Estimated Number of Adult Illiterates: Estimated number of adult illiterates (15 years and over), and the percentage of female illiterates in the corresponding years.

Formal Education: Formal education refers to ***intentionally organized full-time*** learning events with ***regular fixed duration and schedule, structured hierarchically with chronological succession of levels and grades, admission requirements and formal registration, catering mainly to population of 5 to 25 years old, which are held within established educational institutions***, and ***using pre-determined pedagogical organization, contents, methods and teaching learning materials.***

Functional Literacy and Life-Skill Training: Specific NFE programmes and activities organized to impart ability in daily life, society and the environment, regarding health and hygiene, civics, political awareness, family planning, early childhood care, environmental protection, trade unionism, etc.

General Culture and Leisure Education: Educational activities in cultural and recreational subjects, offered either during leisure time or in order that the participants may derive greater benefits from leisure.

GNP per Capita: Gross National Product per capita in US dollars.

Grade and Level Equivalence: '***Grade'*** refers to the *'formal schooling ladder'* i.e. grade I, grade II, etc. of primary education. ***'Level'***, on the other hand, refers to Primary, Junior (Lower) Secondary, Senior (Upper) secondary education, etc.

Income: Refers to cash received by or made available to NFE institutions or programmes, including appropriations (funds for appropriate purpose) subventions (subsidies – money contributed by State or public body etc. assist in meeting expenses) fees, cash value of property received as gifts, etc.

Industrial Production and Service Trade/Skills Training: Training in productive and service skills and trades organized by enterprises, professional associations, voluntary agencies, and other bodies. This can include pre-service and in-service, as well as on-the-job and off-the-job training, apprenticeships, sandwich (refresher) courses, internships, etc.

Institution: A NFE '***institution'*** to provides the established location and organization for conducting the NFE programmes and activities.

Intensity of Instruction or the WorkLoad: The number of study-hours per week is called 'intensity of instruction', or 'work-load'.

Language and Communication Skills Training: Specially organized NFE programmes and activities to improve abilities in languages and communication skills.

Net Enrolment Ratio (NER): Total enrolment of 6-11 years old children in the first level of education divided by the total population of the same age-group.

NFE Agency: An NFE '***agency'*** is an organization that provides administrative, financial, material and/or professional support to one or more institutions or establishments in organizing and conducting NFE programmes and activities. This may be a (a) government ministry, department or agency; or (b) non-governmental organization such as a professional association, voluntary agency, religious body; or (c) public or private enterprise.

Non-formal Education (NFE): Non-formal education refers to intentionally organized learning events catering essentially to persons not currently participating in formal education, which do not fulfill one or more of the underlined conditions listed in (1.Formal Education). The term NFE is used here to englobe also '***adult education'***, '***out-of-school education'***, '***continuing education '***, '***further education'***, '***life-long education'***, etc.

Non-formal Education for Out-of-School Children and Youth: Literacy and skill training to children and youth that have been left out or dropped out of formal schooling.

Non-Formal Higher Education: Open universities and university extra-mural studies offering advanced educational and training opportunities through face-to-face contacts, correspondence, radio, television, and other distance educational methods and means.

Number of Places: Means the total number of learner places available under a given literacy programme or activity to provide literacy and/or training facilities.

Participant: A person who is enrolled and participates in a NFE programme is primarily called a '***learner*** to denote also ***'student', 'trainee', 'participant', 'apprentice'***. etc.

Programme/Activity: A '***course'*** is a planned series of learning experiences in a particular range of subject matter or skills offered by an institution and undertaken by one or more learners. A '***programme'*** is a selection of one or more courses that combine to achieve a defined learning objective. A '***field'*** is a group of programmes related to the same broad subject matter. In this survey the term '***programme'*** will be used interchangeably with '***course'*** and '***activity'***.

Religious Education: Organized learning about religion in churches, mosques, temples and other places of worship.

Study-Hour: A '***study-hour'*** is the equivalent of one hour of learning devoted towards completing a NFE programme, irrespective of the form of learning – whether at lectures (face-to-face in a classroom or transmitted over the television or radio); practical work in laboratory or in the field; guided or self-study at home or in the library, etc.

Target Population: Literacy programme or activities organized only for specific population groups such as *women or girls, illiterates, rural or urban poor, farmers, unemployed, retired persons, etc.* (Note that certain participants may actually be pursuing at the same time formal studies or employment. Their participation in NFE would therefore be on a spare-time and part-time basis.

***Teacher*:** The term **'teacher'** refers to represent also 'trainer', 'instructor', 'animator', and 'facilitator' of NFE programmes.

Total Population: Total population as reported in the national census or estimates in millions.

Urban Population: Number of persons living in urban areas. "Urban Areas" are defined according to national criteria.

Developing a Non-Formal Education and Literacy Database in the Asia-Pacific Region

FINAL REPORT

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